

Curriculum Area: PSHE KS3 Year 9

Healthy Relationships With Others And Ourselves

	Learning Objectives Three-way challenge learning objectives for each session.	Learning activities, Differentiation + Challenge Starters, Mains Activities Plenaries / AFL Clips + Links	New key terminology:	Links to lesson: New Guidelines PSHE Association Mapping:
1	Intro Lesson			
2	Body Image Learning Outcomes: Challenge: Correctly identify body image issues which affect males and females and explain why we shouldn't worry about how bodies are presented in the media More challenging: Explain how media images are often unattainable and whether or not the situation is getting better or worse.	Starter (images on PP): Challenge: You work for a perfume company. These are the two models you can use to advertise your new perfume. Identify five before and after differences. More challenging: Which of their two pictures are you going to use for your advert? Why? Mega challenge: Analyse why you may have been asked to do this task as our starter today. Task one Students watch the video clip and complete the table. Students answer questions at their challenge level . Task two Students read the information sources independently.	Mental health – like physical health, a measure of how well a person is, just in their mind instead of their body. Body image – somebody's own impression of how his or her body looks.	New PSHE Association Guidelines: KS3 H3 KS3 H5 KS3 L24 KS3 L22 KS3 R44 KS3 H5

	<p>Mega challenge: Explain using precise source examples how media images are often unattainable, whether or not the situation is getting better or worse and evaluate whether there is more pressure on males or females.</p>	<p>Challenge: Using information from your sources, create a leaflet aimed at Year 7s, telling them about why they may have worries about body image, how this is normal and why they shouldn't be worried by media images.</p> <p>Mega challenge: Construct a detailed and informative leaflet for Year 7s, explaining how the media creates an incorrect and unattainable image and analyse whether, according to the sources, this is likely to change any time soon. Link body image to other mental health issues.</p> <p>Mega challenge: Construct a detailed and informative leaflet for Year 7s, explaining how the media creates an incorrect and unattainable image, analysing whether, according to the sources, this is likely to change any time soon. Evaluate whether the current pressures are worse for girls or boys, linking to mental health issues.</p> <p>Plenary Draw a body outline - It doesn't have to be perfect! Pick three areas either males or females worry about. Next to these either:</p> <ol style="list-style-type: none"> 1. Explain how the media photoshops these areas. 2. Explain why we shouldn't worry about them, so long as we are healthy. 		
3	<p>Coping with stress</p> <p>Learning Outcomes:</p>	<p>Starter (information on PP slide 1)</p>	<p>Mental health – like physical health, a measure of how</p>	<p>New PSHE Association Guidelines coding: KS3 H2</p>

<p>Challenge: Correctly identify mental health illnesses and the symptoms of stress</p> <p>More challenging: Describe possible ways for us to retain good mental health and how we can deal positively with stress</p> <p>Mega challenge: Explain how you could apply ideas you have learned about dealing positively with stress to your own life</p>	<p>Challenge: Label these common mental health symptoms – are they symptoms of stress, depression or both?</p> <p>More challenging: What exactly is stress? How does it make us feel?</p> <p>Mega challenge: Is stress always bad for us, or can a small amount be beneficial? Explain.</p> <p>Task 1</p> <p>Students watch video clip (link on PP slide 4) and then complete the mind map and activities at the appropriate challenge level.</p> <p>Task 2</p> <p>Students read fact sheet and then:</p> <p>Challenge: Use the fact sheet and your mindmap to create an NHS information booklet for students about dealing positively with stress.</p> <p>More challenging: Include three new examples which of coping with stress in a positive way, which could be applied to your own life.</p> <p>Mega challenge: Include at least three medical issues which can develop if stress is not dealt with in a positive way, explaining why.</p>	<p>well a person is, just in their mind instead of their body</p> <p>Stress – a state of mental or emotional strain resulting from difficult or demanding circumstances.</p>	<p>KS3 H4 KS3 H5 KS3 H6 KS3 H7 KS3 H10 KS3 H12 KS3 H14 KS3 H15 KS3 H17 KS3 H21 KS3 H27</p>
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		<p>Plenary</p> <p>Students create an acrostic poem on the theme of stress.</p>		
4	<p>Managing anxiety</p> <p>Learning Outcomes:</p> <p>Challenge: Correctly identify physical and mental symptoms of anxiety and some ways to deal with anxiety</p> <p>More challenging: Describe possible ways for us to deal positively with anxiety in the form of a letter including statistics from health professionals</p> <p>Mega challenge: Explain how a teenager can deal positively with anxiety and help reduce the symptoms and the differences between stress, anxiety and depression.</p>	<p>Starter (scenario on PP slide 1)</p> <p>Challenge: What do you think might be wrong with Sarah? Why?</p> <p>More challenging: What might be happening in Sarah's life to make her feel like this?</p> <p>Mega challenge: Why might Sarah have been worried there was something seriously wrong with her health?</p> <p>Task one</p> <p>Students watch video clip (link on PP slide 3) and then complete the mind map and activities at the appropriate challenge level.</p> <p>Task two</p> <p>Students read case study, then:</p> <p>Challenge: Underline the physical symptoms and circle the mental symptoms of anxiety from Tom's letter. Use the fact sheet to write a letter back, telling him three ways to help deal with his anxiety.</p> <p>More challenging: Construct a detailed reply to Tom, explaining how his physical symptoms and mental</p>	<p>Mental health – like physical health, a measure of how well a person is, just in their mind instead of their body.</p> <p>Anxiety – a feeling or state of worry, nervousness, or unease about something with an uncertain outcome.</p>	<p>New PSHE Association Guidelines coding:</p> <p>KS3 H2</p> <p>KS3 H4</p> <p>KS3 H5</p> <p>KS3 H6</p> <p>KS3 H7</p> <p>KS3 H10</p> <p>KS3 H12</p> <p>KS3 H14</p> <p>KS3 H15</p> <p>KS3 H17</p> <p>KS3 H21</p> <p>KS3 H27</p>

		<p>symptoms indicate anxiety. Include some statistics to let him know how common it is and how he can deal with it.</p> <p>Mega challenge: Construct a detailed reply to Tom, explaining how his physical symptoms and mental symptoms indicate anxiety. Include some statistics to let him know how common it is and how he can deal with it. Also using the last two lesson's work, explain the differences between anxiety, stress and depression.</p> <p>Plenary</p> <p>Summarise in EXACTLY 10 words what the most important thing is about anxiety that everyone should know.....</p>		
5	<p>Growth mindset</p> <p>Learning Outcomes:</p> <p>Challenge: Identify statements that describe either a Fixed or a Growth Mindset.</p> <p>More challenging: Describe the attributes of a Fixed or Growth Mindset and how we can apply those of a</p>	<p>Starter (mini case studies on PP)</p> <p>Challenge: Who do you think is going to do best in their next maths test?</p> <p>More challenging: Why you think this? Write the answer in your books.</p> <p>Mega challenge: Explain what you think the term 'Growth Mindset' might mean.</p> <p>Task one</p> <p>Students watch the video clip (link on PP slide 3) and complete questions at their challenge level.</p>	<p>Growth Mindset – The idea that your mind will not always be the same and can be shaped to achieve what you would like it to, through hard work, dedication and resilience.</p>	<p>New PSHE Association Guidelines coding:</p> <p>KS3 H1</p> <p>KS3 H4</p> <p>KS3 H6</p> <p>KS3 H10</p> <p>KS3 H13</p> <p>KS3 L1</p> <p>KS3 L2</p> <p>KS3 L3</p> <p>KS3 L9</p>

	<p>Growth Mindset to our own lives.</p> <p>Mega challenge: Explain why a Growth Mindset can help us succeed and develop our skills and personal qualities.</p>	<p>Task two (using table provided)</p> <p>Challenge: Identify statements that describe either a Fixed or a Growth Mindset by colour coding them or using a key to identify them.</p> <p>More challenging: Describe the likely outcome of each of the statements, depending on whether they are conveying a Growth or a Fixed Mindset.</p> <p>Mega challenge: Explain why in each case each person is likely to succeed or not. Also, come up with some new case studies that are relevant to your own lives, where a Growth Mindset could be applied successfully.</p> <p>Task three (using Post-It notes)</p> <p>On one post-it you must write one personality trait of someone with a Growth Mindset and on the other, someone with a Fixed Mindset. When you have done this, come and stick them on the split-brain poster on the wall. Then – when everyone has done this, come back up and choose a trait you would like to work towards developing from the Growth side and one you would like to work towards being less like from the Fixed side. Write what you have chosen in your log-book.</p> <p>Plenary</p>		
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		<p>Challenge: Using the two personality traits you have just picked, with a partner discuss one way you can try to be more like the Growth trait and less like the Fixed trait. E.g. Resilience - never give up after just one go.</p> <p>More challenging: Describe a situation in your book where you can actively apply your new Growth Mindset personality trait.</p> <p>Mega challenge: Explain how you could actively encourage your partner to achieve their Growth trait and move away from their Fixed trait.</p>		
6	<p>British Values: Identity</p> <p>Learning Outcomes:</p> <p>Challenge: Discover and describe our personal identities, identifying our heritage and describing the contributions of our cultures in helping to form Britain today.</p> <p>More challenging: Explore and explain our multiple personal identities, explaining our heritage and</p>	<p>Starter</p> <p>With a partner, write down three of the different ethnic groups that have settled and contributed to Britain over the past thousand years.</p> <p>What were they best known for? What have they contributed? Why did each group settle in Britain?</p> <p>Task one</p> <p>Students complete the family tree template, and attempt the discussion points if they know enough to do so.</p> <p>Students who have finished the template can design their own coat of arms (see PP slide 4).</p> <p>Plenary</p>	<p>Identity: the facts about a person which are important to their sense of who they are as a person. These may include things that the person had no control over, like where they were born, or things that the person has chosen, for example supporting a particular football team.</p>	<p>New PSHE Association Guidelines: KS3 R40 KS3 R39</p>

	<p>the contributions of our cultures in helping to form Britain today.</p> <p>Mega challenge: Research and analyse our multiple personal identities, explaining our heritage and the evaluating the impact of our cultures in helping to form Britain today.</p>	<p>Students watch the clip (link on PP slide 5) and answer the question at their challenge level.</p>		
7	<p>British Community, Religion and Culture</p> <p>Learning Outcomes:</p> <p>Challenge: Describe the successes of a contemporary celebrity who is both loyal to their religion and loyal to British values.</p> <p>More challenging: Explain how being loyal to both your religion and British values is achieved.</p>	<p>Starter (clip link on PP slide 2)</p> <p>Students watch video clip and answer the questions at their challenge level.</p> <p>Main task</p> <p>Students choose a religious person from the information sheets and create a piece of display work. The display work must address the points mentioned for the appropriate challenge level.</p> <p>Plenary</p> <p>Students present their work to the class.</p>	<p>British values –</p> <p>The name given to the values that characterise British society, namely: democracy; rule of law; individual liberty; mutual tolerance.</p>	<p>New PSHE Association Guidelines:</p> <p>KS3 R40</p> <p>KS3 R39</p>

	<p>Mega challenge: Analyse what issues different people may have to overcome to remain loyal to their religion and British values and explain how they manage to do this.</p>			
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Curriculum Area: PSHE KS3 Year 9

Rights and Responsibilities

	Learning Objectives Three-way challenge learning objectives for each session.	Learning activities, Differentiation + Challenge Starters, Mains Activities Plenaries / AFL Clips + Links	New key terminology:	Links to lesson: New Guidelines PSHE Association Mapping:
1	Consumers and the Law – what are my rights? Challenge: Identify correctly the outcomes for consumers in situations where their rights have not been upheld. More challenging: Describe why we have consumer rights and what these rights are in particular circumstances. Mega Challenge: Explain the responsibilities sellers have in upholding consumer rights.	Starter: Read the case study on the PowerPoint and answer the following questions – Challenge: Can Rob get his money back? How? More challenging: Rob has lost the receipt. What might happen now? Mega challenge: Who's at fault here? The factory that made the jumper, or the company that sold it? Why? Explain in full and be prepared to feedback to the class. Task one: As you watch the clip, complete the table below ensuring you each your challenge level: http://www.bbc.co.uk/education/clips/zm687ty	Consumer Rights – The rights you are entitled to as a consumer of goods or services. For example, the right to a refund on faulty goods.	New PSHE Association Guidelines coding: KS3 L15 KS3 L16 KS4 L18 KS4 L20

		<p>Main task: match up the situation to the rights the consumer is entitled to (see table in lesson folder) and then choose either the More Challenging or the Mega Challenging task. Be prepared to feedback to the rest of the class in 25 minutes time.</p> <p>Plenary (revisiting starter case study) Write out a quick Facebook message to Rob explaining to him five new important things you've learned about Consumer Rights and Consumer Law in today's lesson which might help him the next time he is out shopping.</p>		
2	<p>What is sustainability and how can we personally live in a more sustainable way?</p> <p>Learning Outcomes:</p> <p>Challenge: Describe the current situation that faces humanity concerning meat farming and what we could do to bring about positive change</p>	<p>Starter (using information sheet provided)</p> <p>Challenge: Read carefully the information on your starter sheet. Is there anything that surprises you? What exactly?</p> <p>More challenging: Define the terms 'sustainability' and 'global citizenship'.</p> <p>Mega challenge: Why do you think some people say our high consumption of meat is unsustainable?</p> <p>Task one Students watch the video clips (links on PP slide 3) and complete the table according to their challenge level.</p> <p>Main task</p>	<p>Sustainability – the idea of living in a way that can maintained in the long term. We talk about 'sustainability' in terms of looking after our environment.</p>	<p>New PSHE Association Guidelines coding: KS3 L23 KS3 L26 KS3 L18 KS3 L3</p>

	<p>More challenging: Explain why the current situation is unsustainable and why we must start caring for our environment and resources more responsibly</p> <p>Mega challenge: Personally analyse the way you could help ensure resources and the environment are used responsibly, on a local and global level.</p>	<p>Use the menu template and information guide to create a sustainable menu for the new restaurant. Work to the LO appropriate for challenge level.</p> <p>Plenary Now swap menus with someone else in the class. How sustainable is the food on your partner's menu, overall? How much does the menu cater for a diverse community? Write a two paragraph restaurant review for a website called 'Veggie-Bites.'</p>		
3	<p>Who are UNICEF and how do they help around the world?</p> <p>Learning Outcomes:</p> <p>Challenge: Explain in which circumstances UNICEF provide aid to children and why.</p> <p>More challenging: Analyse what would happen in particular case studies if UNICEF's aid did</p>	<p>Starter <u>Starter - previous knowledge:</u> Challenge: What is the definition of genocide? More challenging: Describe three Human Rights (write down 3 different ones) Mega challenge: Explain the difference between a democracy and a dictatorship <u>Starter - new knowledge:</u> Challenge: What is 'quality of living'? More challenging: Who are UNICEF? Mega challenge: Explain why quality of life is usually better in a democratic country.</p> <p>Task one (clip link on PP slide 3)</p>	<p>UNICEF - The United Nations Children's (emergency) Fund. A charitable organisation to help children around the world.</p>	<p><u>Citizenship Focus lesson</u></p> <p>New PSHE Association Guidelines coding: KS3 H12 KS3 R6 KS3 R33 KS3 R37 KS3 R47 KS3 H36</p>

	<p>not reach the intended children.</p> <p>Mega challenge: Evaluate how much the political climate has played a role in causing each disaster.</p>	<p>Students watch video clip and answer the questions at their challenge level.</p> <p>Task two Use the template provided to create a page for UNICEF's magazine, which is sent out to encourage people to donate to the charity. According to your LO grade, it must focus mostly on What the problem is and why it is happening. What could happen if UNICEF don't help. How have the government made the situation worse / not done enough (political climate) You may also add an image labelled appropriately. Creative challenge – Create a new 10 rule code of law which expresses how countries wishing to join the United Nations must treat their under 18s.</p> <p>Plenary</p> <p>'Human Rights are more likely to be protected in a democracy.' To what extent do you agree with this quote? (6 marks)</p> <p>Students to peer assess using criteria provided.</p>		
4	<p>How and why does the UK help people in other countries?</p>	<p>Starter (image on PP): Challenge: Describe what you think is happening in the image and how it might link to today's lesson.</p>	<p>Foreign aid - money, food, or other resources given or</p>	<p>New PSHE Association Guidelines coding: KS3 L5</p>

	<p>Learning outcomes: Challenge: Describe the different types of aid and how the UK helps other countries in need.</p> <p>More challenging: Explain that there are different types of aid and how they can be used in different situations.</p> <p>Mega challenge: Analyse whether aid can be sustainable and whether the UK should be spending more or less money on foreign aid.</p>	<p>More challenging: What do we mean by the terms 'long term aid' and 'short term aid'?</p> <p>Mega challenge: Why do you think the UK spends £14 billion a year on foreign aid?</p> <p>Task one (using information sheet provided) We will take it in turns to read. When we have finished, pick a set of challenge questions to answer in your books. We will go through these in ten minutes.</p> <p>Discussion point: Why might some people think the foreign aid budget is too high?</p> <p>Task two (using worksheet provided) Choose which sheet (more challenging or mega challenging) you'd like to complete from set one and then when you have completed it move on to sheet two.</p> <p>Task three Students watch video clip (link on PP slide 5) and answer the questions at their challenge level.</p> <p>Plenary Most people would agree that the UK is right to maintain a foreign aid budget – however do we need stricter rules on how it's spent? What do you think? Explain in full in a PEE paragraph in your books and be prepared to feedback before you leave.</p>	<p>lent by one country to another.</p>	<p>KS3 L17 KS3 L16 KS3 L23 KS3 L26</p>
5	<p>Human rights: trafficking</p> <p>Learning Outcomes:</p>	<p>Starter (scenario on PP) Challenge: What would you do if you were Halima?</p>	<p>Human trafficking – smuggling or illegally</p>	<p>New PSHE Association</p>

	<p>Challenge: Describe how modern slavery and human trafficking happen and the risks they pose to the victims.</p> <p>More challenging: Explain why modern slavery and human trafficking happen, how victims are trafficked, working conditions and the risk of abuse.</p> <p>Mega challenging: Explain why the most vulnerable groups are at most risk, why it is difficult to prevent trafficking and the UK and international law surrounding both trafficking and modern slavery.</p>	<p>More challenging: Does this sound like a good idea? Why / why not?</p> <p>Mega challenge: Explain what the consequences could be of this offer. Define the terms 'modern slavery' and 'human trafficking'.</p> <p>Task one Challenge: Match up the key terms to their definitions More challenging: Use each key term in a short paragraph or sentence of your own. Mega challenge: In your books, using five of the key terms, explain why you think both modern slavery and human trafficking are still happening today.</p> <p>Task two Review match-up activity, then students read the information sheets provided as a class.</p> <p>Task three Students watch video clip (link on PP slide 6) and answer the questions at their challenge level.</p> <p>Task four (using worksheet provided) Challenge: Describe one common way that human trafficking ends up happening. Explain why some people are more at risk of modern slavery than others. More challenging: Explain in detail how people who seek to be trafficked may not end up in the situation they had anticipated. How and why does this often happen?</p>	<p>transporting people to another country, in order to exploit them financially, physically or sexually.</p> <p>Modern slavery – trapping people into a situation where they are forced to work long, gruelling hours, either for no money or for money which is immediately taken from them.</p>	<p>Guidelines coding: KS3 R2 KS3 R6 KS3 R10 KS3 R24 KS3 R31 KS3 R36 KS3 R37 KS3 R38</p>
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		<p>Mega challenge: Explain how UK and international law attempts to prevent trafficking. Are these measures enough? Why / why not? Explain the exploitation that females and children suffer. Why are these demographics more at risk of ending up in abusive circumstances?</p> <p>Plenary Students prepare a response to the debate question: <i>"The best way to stop human trafficking and modern slavery is harsh penalties for illegal immigrants entering the UK."</i></p>		
6	<p>How does the law deal with young offenders?</p> <p>Learning Outcomes:</p> <p>Challenge: Describe some ways in which young offenders are treated differently to adults and what punishments there are for young offenders.</p> <p>More challenging: Be able to explain the difference between the way young offenders and adults are treated and what happens</p>	<p>Starter (scenario on PP)</p> <p>Challenge: Who is to blame for the pencil case being stolen?</p> <p>More challenging: At what age do you think young people should be punished for crimes they commit? Explain in detail using examples in your book.</p> <p>Task one</p> <p>Students watch the video clip (link on PP slide 3) and complete questions. Discussion questions also on slide 3.</p> <p>Task two (using case studies provided)</p> <p>For each case study, answer the following questions:</p>	<p>Age of criminal responsibility – the age at which young people can be blamed for their crimes. This is age 10 in the UK.</p>	<p>Citizenship Focus lesson : BRITISH VALUES</p> <p>New PSHE Association Guidelines coding: KS3 R47 KS4 R37 KS4 R38</p>

	<p>when young people commit crimes.</p> <p>Mega challenge: Be able to apply knowledge and create arguments explaining your opinion about the way young people are treated by the law.</p>	<p>C) What would be the consequences for the young offender?</p> <p>MC) Why have you come to this conclusion, explain.</p> <p>C) If found guilty, what sentence would they get?</p> <p>MC) How have you come to this conclusion, explain.</p> <p>Plenary</p> <p>Many people believe that community-based sentences are too easy on offenders. What do you think? Explain your answer as a PEE paragraph.</p>		
7	<p>Why do teens get involved with knife crime and what are the consequences?</p> <p>Learning Outcomes:</p> <p>Challenge: Correctly identify the consequences of knife crime and why young people become involved.</p>	<p>Starter (scenario on PP slide 1)</p> <p>Challenge: What could this object be? What questions would you ask?</p> <p>More challenging: Why do you think Dante wants Kyle to do this?</p> <p>Mega challenge: Analyse what Dante could mean by 'while things cool down.' Hypothesise what may have happened the day before.</p>	<p>Peer Pressure – The pressure felt to do what people in your age group are doing and to do what they want you to do.</p> <p>Knife Crime – illegal activities involving knives, e.g. carrying a knife, using a knife as a weapon, hiding a</p>	<p>New PSHE Association Guidelines coding:</p> <p>KS3 R47 KS4 R37 KS4 R38 KS3 R42 KS3 R43 KS3 R44 KS3 R45 KS3 R46 KS3 R47</p>

	<p>More challenging: Describe the long term and short term consequences of carrying knives and why knife crime is difficult to prevent.</p> <p>Mega challenge: Explain how the methods used to stop knife crime sometimes don't help and why this is.</p>	<p>Task 1</p> <p>We will now find out more about the story of Kyle and his brother, Dante and see how many of you were right. Kyle's Story is based very closely on a true event. The names have been changed but what happened is the same. Listen very carefully, I will choose people to read.</p> <p>You will then complete the tasks on your sheet at your challenge level.</p> <p>Task 2</p> <p>Students watch the video clips (links on PP slide 4) and complete the table according to their challenge level.</p> <p>Optional task (using worksheets provided) Challenge: Read about the different crimes on your sheet and categorise them using a key (colour or symbol) More challenging: Explain your reasoning fully in each box. Mega challenge: After completing the more challenging task, create five new scenarios of your own to test a partner.</p> <p>Plenary</p> <p>Challenge: Using what you've learned today, construct a two paragraph Snapchat message to Kyle at the start of the story, warning him of the consequences of knife crime.</p>	<p>knife used as a weapon, selling a knife or possessing a knife as a weapon.</p>	
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		<p>More challenging: Construct your message in detail, using in context the terms 'peer pressure', 'crimes against the person' and 'life-long guilt'.</p> <p>Mega challenge: Using all today's key terminology, evaluate which are the biggest problems we face when trying to stop knife crime: peer pressure and gang culture or the lack of trust in the police by communities plagued by knife crime.</p>		
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Healthy Relationships With Others And Ourselves

	Learning Objectives Three-way challenge learning objectives for each session.	Learning activities, Differentiation + Challenge Starters, Mains Activities Plenaries / AFL Clips + Links	New key terminology:	Links to lesson: New Guidelines PSHE Association Mapping:
1	CONSENT Learning Outcomes: Challenge: Correctly identify cases where consent has or has not been given. More challenging: Describe the 'cup of tea' analogy and how it can be used to explain consent accurately. Mega challenging: Explain whether consent has been given in particular	Starter (students read initial case study on PowerPoint slide): Challenge: Why did this make Hannah feel so horrible? More challenging: Would she have felt different if she couldn't get the pen off but had allowed them to draw on her? Mega challenge: Explain the meaning of the word 'consent'. 3 way differentiated clip link on PowerPoint and given as hand-out for students to complete. Main Task 1: With your partner, you will read through each of the situations presented on the sheet and write your answers to the questions for each scenario. You will then be prepared to discuss your answers with the class.	Consent – to give permission for something to happen. Non-consensual – doing something without someone's permission.	New PSHE Association Mapping: KS3 H5 KS3 H6 KS3 R2 KS3 R9 KS3 R10 KS3 R13 KS3 R14 KS3 R19 KS3 R24 KS3 R25 KS3 R26 KS3 R27 KS3 R31 Individual Lesson Folder:

	<p>situations and how you know this.</p>	<p>Main Task 2:</p> <p>Read the article 'Men Must Prove A Woman Said 'Yes'' as a class. Answer the questions at your challenge level (levels differentiated three way on worksheet).</p> <p>Follow with class feedback and review.</p> <p>Plenary:</p> <p>Summarise in EXACTLY 10 WORDS what the most important thing about consent is that everyone should know.</p>	<p>Non-consensual sex – this means rape.</p>	<p>https://www.teachers.com/teaching-resource/consent-pshe-rse-11360260</p> <p>KS3 Folder https://www.teachers.com/teaching-resource/pshe-complete-ks3-pshe-11897912</p> <p>Year 8 Folder: https://www.teachers.com/teaching-resource/pshe-and-citizenship-11516552</p>
2	<p>The LGBTQAI+ Community</p> <p>Learning Outcomes:</p>	<p>Starter</p> <p>Challenge: What does this flag stand for? Who might use it?</p>	<p>LGBTQAI – Lesbian, Gay, Trans, Queer/Questioning, Asexual, Inter-sex community.</p>	<p>New PSHE Association Guidelines: KS3 R40 KS3 R41</p>

<p>Challenge: Correctly identify the different LGBTQAI identities and what the community want us know about these.</p> <p>More challenging: Describe the difference between these identities and use the new terms articulately and in the correct context.</p> <p>Mega challenge: Explain the problems of gender stereotyping and why you can't always tell people's genders just by looking at them.</p>	<p>More challenging: Why has this particular community chosen a rainbow as their flag? Explain.</p> <p>Mega challenge: What do the letters in LGBTQAI+ stand for? Explain what the term 'gender issues' might mean.</p> <p>Task one</p> <p>Students watch the video clip (link on PP slide 3) and answer questions at their challenge level.</p> <p>Task two</p> <p>Students read the information sheet as a class, then:</p> <p>Challenge: Using the info from the clips and your reading sheets, answer each message giving advice to help the teenagers.</p> <p>More challenging: Explain to each person how they can help the people in question to feel better about themselves, using the new terms in context.</p> <p>Mega Challenging: After completing the 'mega challenge', create three more emails for a partner to answer.</p> <p>Plenary</p>	<p>Cis-gender – what most people usually are. People who are content with the biological sex they were born with. These people can still be gay or straight or bi.</p>	<p>KS3 R38 KS3 R3 KS3 R4 KS3 R5 KS3 R11</p>
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		<p>Challenge: Create a one minute role play with a partner about a non-binary or trans person telling their friend about their identity.</p> <p>More challenging: As above but you must include the terms; cis-gender, transvestism and LGBTQAI.</p> <p>Mega challenge: You must also explain to your friend the problems that come with gender stereotyping.</p>		
3	<p>Abusive Relationships</p> <p>Learning Outcomes:</p> <p>Challenge: Identify 'red flags' that someone may be in an abusive relationship.</p> <p>More challenging: Describe how a person in an abusive relationship could receive help and the services they can access.</p>	<p>Starter (scenario on slide 1 of PP):</p> <p>Challenge: Does this relationship sound healthy? Why, why not?</p> <p>More challenging: Write down three things Gaz does that make the relationship sound unhealthy.</p> <p>Mega challenge: Sarah doesn't think she's in an abusive relationship. Why doesn't Sarah think this?</p> <p>Students feedback their answers and watch the clip with discussion questions on slide 2.</p> <p>Task one</p> <p>Students read the case studies.</p> <p>Challenge: Colour code or key the statements in the correct columns depending on whether you think they are</p>	<p>Abusive relationship – a relationship where one person is abusive or controlling of the other. This could be verbally, physically or emotionally.</p>	<p>New PSHE Association Guidelines:</p> <p>KS3 R37</p> <p>KS3 R2</p> <p>KS3 R10</p> <p>KS3 R38</p> <p>KS3 R31</p>

<p>Mega challenge: Explain why a person may stay in an abusive relationship, even when it is making them feel bad and they know it is abusive.</p>	<p>indicators of a healthy relationship or 'red flags' (indicators of an abusive relationship)</p> <p>More challenging: Explain your choice for each one.</p> <p>Mega challenge: Explain in your books whether the abuse in each case is verbal, physical or emotional and why you think this.</p> <p>Task two Students review their answers:</p> <p>Challenge: Which one of these people do you feel is in the most immediate danger? Why?</p> <p>More challenging: What do you think could happen to this individual if they don't get out of the relationship? Be prepared to feedback your answers to the class.</p> <p>Mega challenge: Which do you think is worse, emotional, physical or verbal abuse? Or are they all just as bad? Analyse.</p> <p>Task three (statements on PP slide 5)</p> <p>Challenge: Which of these thoughts are actually good reasons for not seeking help? Clue: there may not be any.</p> <p>More challenging: How could you counteract each reason (say something to change their mind about not getting help).</p> <p>Mega challenge: Your friends has been seriously injured by their abuser. They are in grave danger. Now what should you do?</p> <p>Plenary</p>		
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		<p>Challenge: Using the information you have learned today, create an advice and awareness leaflet from one of the charities or organisations on your list about how to spot abusive relationships.</p> <p>More challenging: Explain clearly where victims can get help and the difference between a healthy and abusive relationship in your leaflet.</p> <p>Mega challenge: In your leaflet, explain why some people stay in abusive relationships and what impact that can end up having in the long term.</p>		
4	<p>Child Sexual Exploitation</p> <p>Learning outcomes: Challenge: Correctly identify the warning signs of CSE and what we can do if we suspect a case of CSE.</p> <p>More challenging: Describe three most important red flags for both online and offline safety which suggest cases of CSE.</p> <p>Mega challenge: Explain the manipulation techniques used by abusers and why we should leave</p>	<p>Starter (scenario on PP): Challenge: Would a real modelling agency ask a 15 year old to send pictures from her phone? What do you think? More challenging: Why do you think Eva's friend is worried? Mega challenge: How could Eva's friend make sure Eva was safe whilst not putting herself in any danger? Explain.</p> <p>Task one Students read the information sheets as a class (popcorn reading).</p> <p>Task two Students watch the video clip (link on PP slide 4) and complete questions at their challenge level.</p> <p>Task three Students read the keeping safe guide.</p>	<p>Child Sexual Exploitation - sexual abuse of under 18s through the exchange of sex or sexual acts for drugs, food, shelter, protection, other basics of life, and/or money. Sexual exploitation includes involving under 18s in creating pornography</p>	<p>New PSHE Association Guidelines: KS3 R37 KS3 R30 KS3 R27 KS3 R2 KS3 R17 KS3 R24 KS3 R26 KS3 R30 KS3 L20</p>

	<p>investigation to the authorities.</p>	<p>Challenge: What do you think the three most important points are for 1) staying safe out and about and 2) staying safe online.</p> <p>More challenging: After picking your three most important points for each side, explain why you think these are the most important.</p> <p>Mega challenge: Analyse – is there anything either of these checklists are missing? Explain what else could be included and why you think this would be a good idea.</p> <p>Task four Return to the starter scenario.</p> <p>Challenge: Note down three more alarm bells (red flag warnings) from Eva’s story. Who needs to be alerted now do you think?</p> <p>More challenging: What questions should you be asking Eva about her planned visit – should you let her know you are going to tell someone? Explain your ideas.</p> <p>Mega challenge: ‘It is so important to leave cases like this to the police – you have been an excellent friend by reporting the case.’ Assess the validity of this statement, explaining the dangers you have avoided by following Eva yourself.</p> <p>Plenary</p> <p>Complete your literacy focus task at your challenge level. Be prepared to feedback and justify your ideas to the class.</p>	<p>and sexually explicit websites too.</p>	
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5	<p>What is online radicalisation and why is it a problem?</p> <p>Learning outcomes:</p> <p>Challenge: Identify the different types of radical groups.</p> <p>More challenging: Describe how a group may try and radicalise someone.</p> <p>Mega challenge: Explain why online radicalisation is a problem.</p>	<p>Starter</p> <p>Challenge: Describe how you think groups like ISIS recruit new members.</p> <p>More challenging: ISIS are currently losing territory – why is this?</p> <p>Mega challenge: why are many Muslims all over the world angry that this group call themselves ‘Islamic State’?</p> <p>Task one</p> <p>Students watch video clips (links on PowerPoint slide) and complete challenge. Extension challenge available on PowerPoint slide. Class discussion on the key terms ‘propaganda’ and ‘grooming’.</p> <p>Task two</p> <p>Students discuss the two photos (on PowerPoint slide), answering the prompt questions (can be done in books or as discussion task).</p> <p>Task three</p> <p>Students match the statements to the correct groups. Using the next slide on the PowerPoint, students discuss why these groups use the internet to recruit members.</p> <p>Plenary</p> <p>I think online radicalisation is a problem because.....</p> <p>The type of groups which use online radicalisation are.....</p> <p>The reason they use the internet to radicalise is.....</p> <p>We can protect ourselves by.....</p>	<p>Radicalisation</p> <p>Propaganda</p> <p>Grooming</p> <p>Rallies</p> <p>Awareness</p>	<p>Core Theme 1: Health and Wellbeing</p> <p>KS3 H3 KS3 H5 KS3 H30 KS3 H31</p> <p>Core Theme 2: Relationships</p> <p>KS3 R2 KS3 R3 KS3 R13 KS3 R14 KS3 R15 KS3 R17 KS3 R37 KS3 R39 KS3 R40 KS3 R41 KS3 R42 KS3 R43 KS3 R44 KS3 R45</p> <p>Core Theme 3: Living in the Wider World</p> <p>KS3 L23 KS3 L25 KS3 L26</p>
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6	<p>Basic Life Support</p> <p>Learning Outcomes</p> <p>I am able to carry out a primary survey</p> <p>I can place an unresponsive casualty, who is breathing normally, into the recovery position</p> <p>I know when and how to deliver CPR to an unresponsive casualty who is not breathing normally</p> <p>I can ensure the safety of myself and others</p>	<p>Starter When things go wrong – Students identify situations that could make someone become unresponsive</p> <p>Task 1 Primary Survey Students watch a video of what the Primary survey is and then practice the implementation in small groups.</p> <p>Task 2 Recovery Position Students watch a video of what the recovery position is and then practice the implementation in small groups.</p> <p>Task 3 CPR Students watch a video of what CPR is and how to implement it safely. The practice the implementation in groups.</p> <p>Task 4 AED Students use the resources provided to understand how to implement an AED safely.</p> <p>Plenary Sorting cards</p>	<p>Primary survey</p> <p>D Don't / Danger / Dodge / Drive R Rescue / Run / Response / Repair S Silence / Summon / Slap / Shout A Automatic / Arm / Awful / Airway B Breathing / Back / Bruise / Belly C Catch / Cough / Circulation / Casualty</p> <p>Recovery Position - a position used in first aid to prevent choking in unconscious patients, in which the body is placed facing downwards and slightly to the side, supported by the bent limbs.</p> <p>CPR - cardiopulmonary resuscitation</p>	

			AED - automated external defibrillator	
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